

MILLBROOK ELEMENTARY

255 East Pine Log Road
Aiken, SC 29803

GRADES K-5 Elementary School

ENROLLMENT 728 Students

PRINCIPAL Dr. Karen M. Blanset 803-641-2580

SUPERINTENDENT Dr. Linda B. Eldridge 803-641-2428

BOARD CHAIR Dr. John B. Bradley 803-641-2431

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2003

ABSOLUTE RATING:

EXCELLENT

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
16	38	4	1	0

IMPROVEMENT RATING:

GOOD

ADEQUATE YEARLY PROGRESS:

NO

This school met 19 out of 21 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

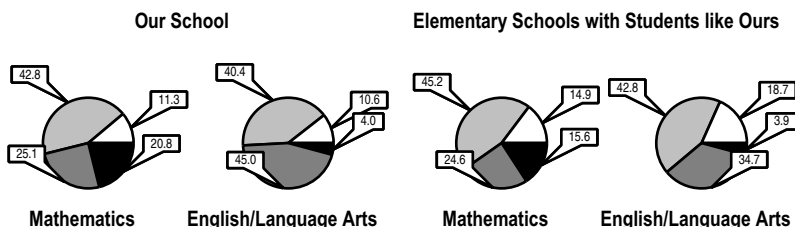
WWW.MYSCSCHOOLS.COM

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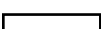
PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Excellent	Good	N/A
2002	Excellent	Good	N/A
2003	Excellent	Good	No
2004			

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS



Definition of Critical Terms

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students	Parents
Number of surveys returned	44	138	139
Percent satisfied with learning environment	100.0%	78.8%	83.8%
Percent satisfied with social and physical environment	93.0%	83.1%	64.7%
Percent satisfied with home-school relations	86.4%	81.8%	83.5%

PACT PERFORMANCE BY GROUP

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	State Objective
English/Language Arts								
All students	391	98.2	10.6	40.4	45.0	4.0	49.0	17.6
Gender								
Male	181	97.2	11.9	50.3	34.0	3.8	37.7	17.6
Female	210	99.0	9.5	32.1	54.2	4.2	58.4	17.6
Racial/Ethnic Group								
White	247	98.8	7.4	32.2	55.2	5.2	60.4	17.6
African-American	121	96.7	15.0	59.0	24.0	2.0	26.0	17.6
Asian/Pacific Islander	12	100.0	30.0	40.0	30.0	N/A	30.0	17.6
Hispanic	9	100.0	N/A	N/A	N/A	N/A	N/A	17.6
American Indian/Alaskan	1	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Disability Status								
Not disabled	335	99.1	9.6	36.1	49.7	4.6	54.3	17.6
Disabled	56	92.9	17.0	68.1	14.9	N/A	14.9	17.6
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-migrant	391	98.2	10.6	40.4	45.0	4.0	49.0	17.6
English Proficiency								
Limited English proficient	4	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-limited English proficient	387	98.2	9.9	40.6	45.5	4.1	49.6	17.6
Socio-Economic Status								
Subsidized meals	147	96.6	13.6	56.8	28.8	0.8	29.7	17.6
Full-pay meals	244	99.2	9.1	32.0	53.2	5.6	58.9	17.6

Mathematics								
All students	391	99.7	11.3	42.8	25.1	20.8	45.9	15.5
Gender								
Male	181	100.0	11.7	44.2	25.8	18.4	44.2	15.5
Female	210	99.5	10.9	41.7	24.5	22.9	47.4	15.5
Racial/Ethnic Group								
White	247	100.0	5.2	35.8	31.0	28.0	59.1	15.5
African-American	121	100.0	22.1	59.6	9.6	8.7	18.3	15.5
Asian/Pacific Islander	12	91.7	20.0	20.0	60.0	N/A	60.0	15.5
Hispanic	9	100.0	N/A	N/A	N/A	N/A	N/A	15.5
American Indian/Alaskan	1	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Disability Status								
Not disabled	335	99.7	7.9	42.4	26.6	23.0	49.7	15.5
Disabled	56	100.0	31.4	45.1	15.7	7.8	23.5	15.5
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-migrant	391	99.7	11.3	42.8	25.1	20.8	45.9	15.5
English Proficiency								
Limited English proficient	4	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-limited English proficient	387	99.7	10.8	43.0	25.1	21.1	46.2	15.5
Socio-Economic Status								
Subsidized meals	147	99.3	18.7	57.7	17.9	5.7	23.6	15.5
Full-pay meals	244	100.0	7.3	34.9	28.9	28.9	57.8	15.5

Abbreviations for Missing Data

N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample
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PACT PERFORMANCE BY GRADE LEVEL

		Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2002	Grade 3	107	N/A	6.6	33.0	57.5	2.8	60.4
	Grade 4	140	N/A	8.0	46.4	44.2	1.4	45.7
	Grade 5	105	N/A	15.4	45.2	36.5	2.9	39.4
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	109	97.2	6.2	36.1	50.5	7.2	57.7
	Grade 4	131	99.2	12.1	37.9	46.6	3.4	50.0
	Grade 5	151	98.0	12.5	45.6	39.7	2.2	41.9
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Mathematics								
2002	Grade 3	107	N/A	8.5	37.7	24.5	29.2	53.8
	Grade 4	140	N/A	13.0	36.2	33.3	17.4	50.7
	Grade 5	105	N/A	19.2	39.4	26.0	15.4	41.3
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	109	100.0	4.0	41.0	28.0	27.0	55.0
	Grade 4	131	99.2	5.1	37.6	26.5	30.8	57.3
	Grade 5	151	100.0	21.7	48.6	21.7	8.0	29.7
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 728)				
First graders who attended full-day kindergarten	N/A	N/A	N/A	N/A
Retention rate	5.9%	Down from 6.4%	2.4%	2.4%
Attendance rate	95.7%	Down from 97.0%	96.0%	95.9%
Meeting grade 1 and 2 readiness standards	N/A	N/A	N/A	N/A
Eligible for gifted and talented	31.3%	Down from 35.8%	21.6%	13.2%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	4.3%	Down from 6.3%	7.3%	8.0%
Older than usual for grade	3.4%	Up from 2.0%	0.8%	1.1%
Suspended or expelled	0.0%	No change	0.0%	0.0%

Teachers (n= 45)				
Teachers with advanced degrees	37.8%	Up from 34.9%	54.2%	50.0%
Continuing contract teachers	86.7%	Up from 74.4%	90.5%	85.3%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	82.2%	Down from 82.8%	88.5%	86.2%
Teacher attendance rate	N/R	N/R	95.5%	95.3%
Average teacher salary	\$40,311	Up 3.8%	\$40,994	\$39,909
Prof. development days/teacher	7.8 days	Up from 7.0 days	10.7 days	11.4 days

School				
Principal's years at school	7.0	Up from 6.0	4.5	4.0
Student-teacher ratio	N/R	N/R	19.7 to 1	18.9 to 1
Prime instructional time	N/R	N/R	90.2%	89.7%
Dollars spent per pupil*	\$4,788	Up 9.1%	\$5,585	\$5,892
Percent spent on teacher salaries*	68.4%	Up from 67.9%	66.5%	66.6%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	yes	N/A	yes	yes

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data							
N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

The 2002-2003 school year at Millbrook School was a tremendous success. Results from a school-based survey of teachers and parents and recent test results were instrumental in defining the focus of our school year. School-wide goals were developed and shared with key groups of teachers and parents before the year began. Integrating subjects to further enhance readiness for the first administration of PACT Science and Social Studies tests was one of our main academic thrusts. Teachers attending conferences implemented new teaching strategies and shared their results with peers. Our faculty began training in the use of Thinking Maps, which generated much interest at all grade levels. We look forward to resuming this training and implementing this program school-wide.

Increasing our school-based opportunities for parents to enhance their parenting skills, our parent attendance at conferences and events, and the number of volunteers to serve as tutors and classroom assistants was a home, community, and school project. Administrators and the PTA Board planned monthly activities for parents to cover a wide array of topics. A concerted effort was made to communicate individually with parents of our at-risk students. Our parent-teacher conference attendance for the year was 93.9%. When we factor in the number of students coming from a temporary residence agency, we believe that our effort to increase parental attendance at conferences was positive. We will continue with this emphasis for the 2003-04 school year by increasing the number of home visits. On the other hand, parent attendance at parenting programs did not increase. Despite childcare being provided and varied meeting times, many parents chose not to participate. We will be networking with other schools this year to find new strategies for increasing parent attendance.

Our Character Education program expanded once again to provide new activities that emphasize the six pillars of character. The Character Education committee set up a Patriots Club for children of military deployed parents. What began as a low-key activity quickly became a wonderful outreach project for our military families. Eighteen families, along with many faculty members and community leaders, benefited from the time spent together celebrating our support of our country.

Although funding has decreased drastically for our emphasis on the arts, we began several additional before and after school arts-based clubs, recognized students at our Art Gallery opening, and had school-wide activities and presentations.

Dr. Karen M. Blanset
Principal

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.